

# Unit tour **Limba engleză – studiu intensiv. Clasa a VI-a**



**Student's Book with audio CDs and DVDs which include all the videos to accompany the course at this level**

+

**Workbook with audio CDs**

+

**Teacher's Book**

**The Student's Book contains:**

*A Starter section to revise basic grammar and vocabulary + 8 Units + Extras*

**Each unit has the following structure:**

*Vocabulary + Reading + Language focus 1 + Listening and vocabulary + Language focus 2 + Discover culture + Speaking + Writing + Extras*

*There is a Review and an Evaluation test after every two units and also a Final evaluation test.*

**Extras:** *Say it right!, Grammar reference, Vocabulary bank, Groupwork, Festivals, Reading for pleasure, CLIL, Projects, Irregular verbs, Phonemic script*

## Unit opener

Each unit starts with an impactful image designed to spark curiosity and discussion, and introduce the unit topic. Vocabulary, grammar and unit aims are clearly identified so that students and teachers can easily follow the syllabus progression and record achievement.



**Vocabulary** section focuses on a listen, check and repeat task through which students can hear how the target vocabulary is pronounced and practise it themselves.

**Reading** section features a reading text which provides a natural context for the new grammar. All reading texts are recorded.



**Language Focus 1 and 2** sections highlight examples that are contextualised in the preceding reading and listening passages. Many of the Language Focus pages include a *Get it Right* feature and a *Say it Right* feature.

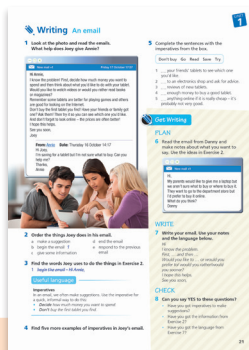
**Listening and Vocabulary** section provides a natural context for the new grammar and vocabulary items.



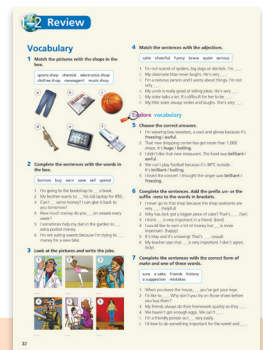
**Discover culture** section expands on the unit topic and provides a motivating insight into a variety of cultures around the world.



**Speaking** section provides a progression of easy-to-follow activities which guide students towards written and spoken fluency.



**Writing** section includes a model text from the featured genre and follows a *Process Writing* methodology.



**Review** section provides two pages of exercises which are grouped under Vocabulary and Language focus. They come after every two units.



**Cartea elevului cu CD-uri audio și DVD-uri cu materialele video care însoțesc cursul la acest nivel**



**Caietul elevului cu CD-uri audio**



**Ghidul profesorului**

**Cartea elevului cuprinde:**

*O secțiune introductivă de recapitulare a noțiunilor gramaticale și lexicale de bază + 8 Unități de învățare + Anexe*

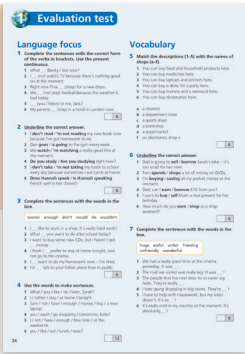
**Fiecare unitate are următoarea structură:**

*Vocabular + Lectură + Gramatică 1 + Ascultare și vocabular + Gramatică 2 + Comunicare + Redactare + Anexe*

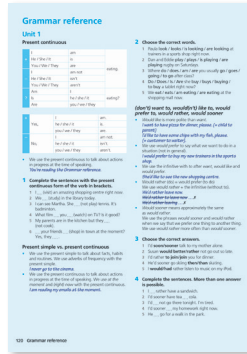
Există o *recapitulare* urmată de un *test de evaluare* la fiecare două unități, precum și o *testare finală*.

**Anexe:** *Pronunță corectă, Gramatică, Vocabular, Activitate de grup, Sărbători, Lectură, CLIL, Proiecte, Lista verbelor neregulate, Tabel fonetic*

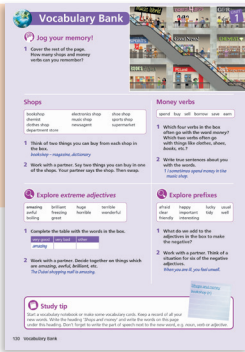
**Evaluation test** section contains two pages in which the students' knowledge is examined to determine what they have learned after every two units.



**Grammar reference** section provides more detailed examples and explanations, plus additional practice exercises.



**Vocabulary bank** section contains all the new vocabulary from each unit. Activities revise and consolidate the language.



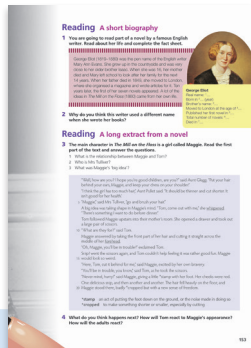
**Groupwork** section contains projects to be done step-by-step. It is related to the topic of the corresponding lessons in each unit.



**CLIL** section gives students the opportunity to study other subjects through the medium of English. Each CLIL lesson is linked to the topic of the corresponding unit.



**Reading for pleasure!** section focuses on the world of literature.



**Projects** section provides eight optional projects in which students are given a clear model to guide them.



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Unit	Vocabulary	Reading	Language focus 1	Listening and Vocabulary	Language focus 2	Discover Culture (Video and Reading)
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## Final evaluation test



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Speaking	Writing	Extras
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p68 <b>Real talk:</b> How important is your mobile to you? Asking for and giving instructions	p69 An opinion essay <b>Useful language:</b> Sequencing language	p160 CLIL ICT – Supercomputers Who's real? p126 Grammar reference p138 Vocabulary bank p139 Groupwork
p78 <b>Real talk:</b> What are you going to do when you leave school? Agreeing and disagreeing; question tags	p79 A thank you email <b>Useful language:</b> Verb patterns	p161 CLIL Science – Lifecycle of a plastic bag Go green! p127 Grammar reference p140 Vocabulary bank p141 Groupwork
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### General and specific competences from the curriculum explored in the units

#### 1. Understand oral messages in different communication situations

- 1.1. Identify essential information from the news presented on TV/recorded materials related to different events, when the comment is illustrated by pictures
- 1.2. Identify details from messages and interactions on predictable topics, when the speakers/interlocutors talk clearly and slowly
- 1.3. Identify specific aspects of the culture of the language studied

#### 2. Speak in different communication situations

- 2.1. Present plans, intentions and future projects
- 2.2. Give a short and simple presentation on activities
- 2.3. Initiate, continue and finish a dialogue on familiar or personal interest topics
- 2.4. Participate in conversations related to planning activities
- 2.5. Show interest in participating in a verbal exchange

#### 3. Understand written messages in different communication situations

- 3.1. Select necessary information from lists or simple functional texts (brochures, menus, schedules, ads)
- 3.2. Extract information from multiple short texts based on several predefined or negotiated criteria/constraints
- 3.3. Identify information from a simple written letter/email to write an answer
- 3.4. Show willingness to be informed through reading

#### 4. Write messages in everyday communication situations

- 4.1. Complete a form with personally identifiable information (education, interests, competences)
- 4.2. Write a very simple personal letter (digital version included) to express thanks or apologies
- 4.3. Tell a story, in short, using linkers to emphasise the chronological order
- 4.4. Write simple and coherent texts on specific topics of interest
- 4.5. Participate in the exchange of written messages

### Competențele generale și specifice din programa școlară urmărite în unitățile de învățare

#### 1. Receptarea de mesaje orale în diverse situații de comunicare

- 1.1. Identificarea informațiilor esențiale din știrile prezentate la TV/materiale înregistrate, referitoare la diferite evenimente, atunci când comentariul este ilustrat prin imagini
- 1.2. Identificarea detaliilor din mesaje și interacțiuni pe subiecte previzibile când locutorii/interlocutorii vorbesc clar și rar
- 1.3. Identificarea unor elemente culturale specifice limbii studiate

#### 2. Exprimarea orală în diverse situații de comunicare

- 2.1. Prezentarea unor planuri/unor intenții și proiecte de viitor
- 2.2. Descrierea scurtă, elementară a unor activități
- 2.3. Inițierea, susținerea și încheierea unui dialog pe teme familiare sau de interes personal
- 2.4. Participarea la conversații în legătură cu planificarea unor activități
- 2.5. Manifestarea interesului pentru participarea la schimbul verbal

#### 3. Receptarea de mesaje scrise în diverse situații de comunicare

- 3.1. Extragerea informațiilor necesare din liste sau din texte funcționale simple (plante, meniuri, orare, reclame)
- 3.2. Extragerea informațiilor din mai multe texte scurte pe baza mai multor criterii/constrângeri prestabilite sau negociate
- 3.3. Identificarea informațiilor dintr-o scrisoare personală simplă/e-mail în vederea redactării unui răspuns

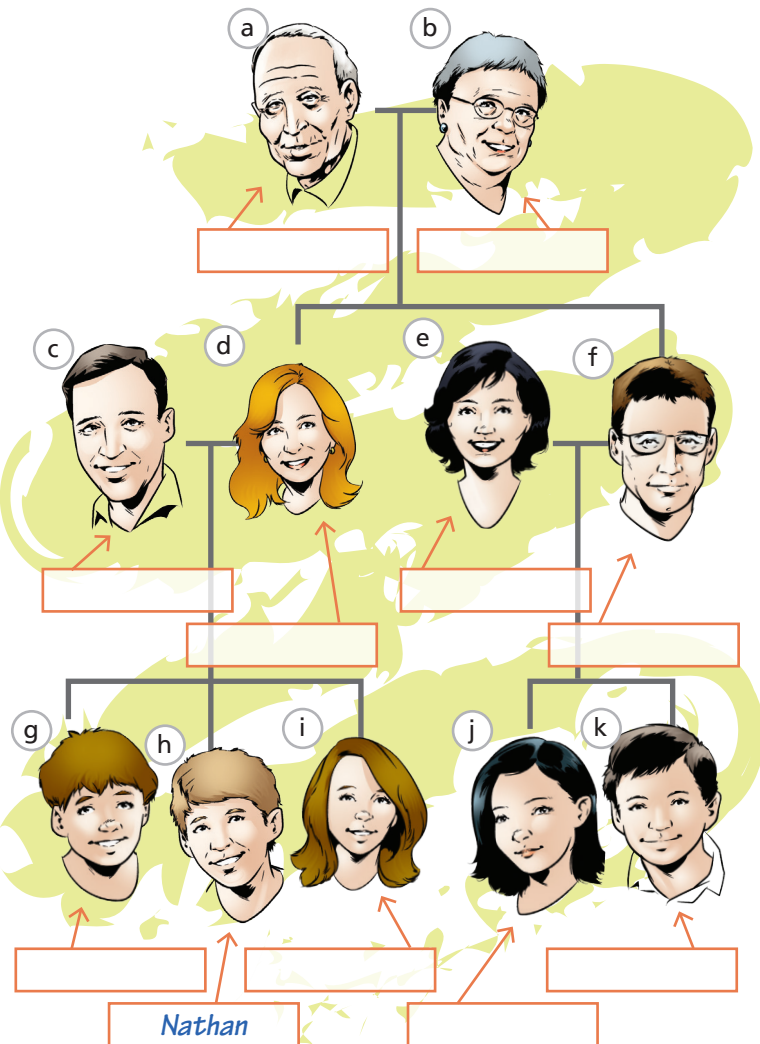
#### 4. Redactarea de mesaje în diverse situații de comunicare

- 4.1. Completarea unui formular cu informații de identificare (educație, interese, competențe)
- 4.2. Redactarea unei scrisori personale (inclusiv digitale) foarte simple exprimând mulțumiri sau scuze
- 4.3. Relatarea pe scurt a unei întâmplări utilizând cuvinte de legătură pentru a marca ordinea cronologică
- 4.4. Redactarea de texte simple și coerente pe teme de interes
- 4.5. Participarea la schimbul de mesaje scrise

# Starter Unit

## Family



- 1  1.01 Listen and complete Nathan's family tree with the names in the box.



Sophie Dave Ben Henry Anne  
Tom Phil Diana Marie Lucy

- 2 Complete the table with the words in the box.

parents mum brother husband dad  
aunt sister grandma cousin uncle  
wife granddad grandparents

..... <i>mum</i> .....	..... <i>brother</i> .....	..... <i>parents</i> .....
		

## Subject pronouns and be

- 3 Complete the examples from the listening in Exercise 1.

	I	you / we / they	he / she / it
+	I <sup>1</sup> <i>'m</i> Nathan.	<b>You're</b> 13.	<b>He</b> <sup>2</sup> .... from Newcastle.
-	<b>I'm not</b> Matthew.	<b>You aren't</b> 12.	My dad <sup>3</sup> .... from Liverpool.
?	<b>Am I</b> right?	<b>Are you</b> from Scotland?	<sup>4</sup> .... your family big?

➔ Grammar reference • page 118

- 4 Complete the questions with the correct form of *be*. Then complete the answers with the correct subject pronoun.

- Where *'s* your mum from?  
*She's* from Barcelona.
- What .... your dad's name? ....'s Pete.
- .... you in a sports team?  
Yes, .... am. ....'m in the basketball team.
- How old .... your granddad? ....'s 82.
- .... your parents teachers? No, .... aren't.

## Possessive 's

- 5 Look at the examples from the listening in Exercise 1 and put the apostrophe (') in the correct place.

- My mums name is Marie.
- My grandparents names are Henry and Diana.

➔ Grammar reference • page 118

## Your turn

- 6 Write questions with the correct form of *be* and possessive 's. Use one word from each box. Then ask and answer the questions with your partner.

Where  
What  
Who  
When

parents  
classmates  
cousin  
best friend

favourite singer  
favourite book  
birthday  
English lesson

When's your mum's birthday?

It's on 20 May.

## School subjects

1 Complete the school subjects.  
Then match them with the pictures.

- 1 Fr \_ nch                      6 P \_  
 2 \_ ngl \_ sh                7 G \_ \_ gr \_ phy  
 3 M \_ s \_ c                    8 M \_ ths  
 4 Sc \_ enc \_                9 H \_ st \_ ry  
 5 \_ CT



2 1.02 Listen to Nathan talking to his cousin Lucy about his school. Which of the school subjects in Exercise 1 do you hear?

## there is/are and some and any

3 Complete the examples from the listening in Exercise 2. When do we use *some* and *any*?

	Singular	Plural
+	There <sup>1</sup> .... <b>some</b> cola in the fridge.	There <sup>3</sup> .... <b>some</b> classrooms in the main building.
-	There <b>isn't any</b> orange juice.	There <sup>4</sup> .... <b>any</b> laptops in our classroom.
?	<sup>2</sup> .... <b>there any</b> orange juice?	<sup>5</sup> .... <b>there any</b> science labs at your school?

➔ Grammar reference • page 118

4 Write sentences with *there is/are* and *some/any* about the things and places in your school in the box below.

posters food computers balls laptops  
 students science lab classroom walls  
 library IT room canteen sports hall

*There are some posters on the classroom walls.*

## have got + a/an

5 Complete the examples from the listening in Exercise 2.

	I / you / we / they	he / she / it
+	I <sup>1</sup> .... PE tomorrow.	My school's <sup>4</sup> .... four labs.
-	We <sup>2</sup> .... <b>got an</b> IT room.	It <b>hasn't got</b> any laptops.
?	<b>Have</b> you <sup>3</sup> .... <b>a</b> big sports hall?	<b>Has</b> Lucy <b>got a</b> laptop?

➔ Grammar reference • page 119

## Your turn

6 Write questions with *have got*. Use the people and the things below. Then ask and answer your questions with a partner.

you  
 your best friend  
 your mum, etc.  
 your teacher  
 your classmates

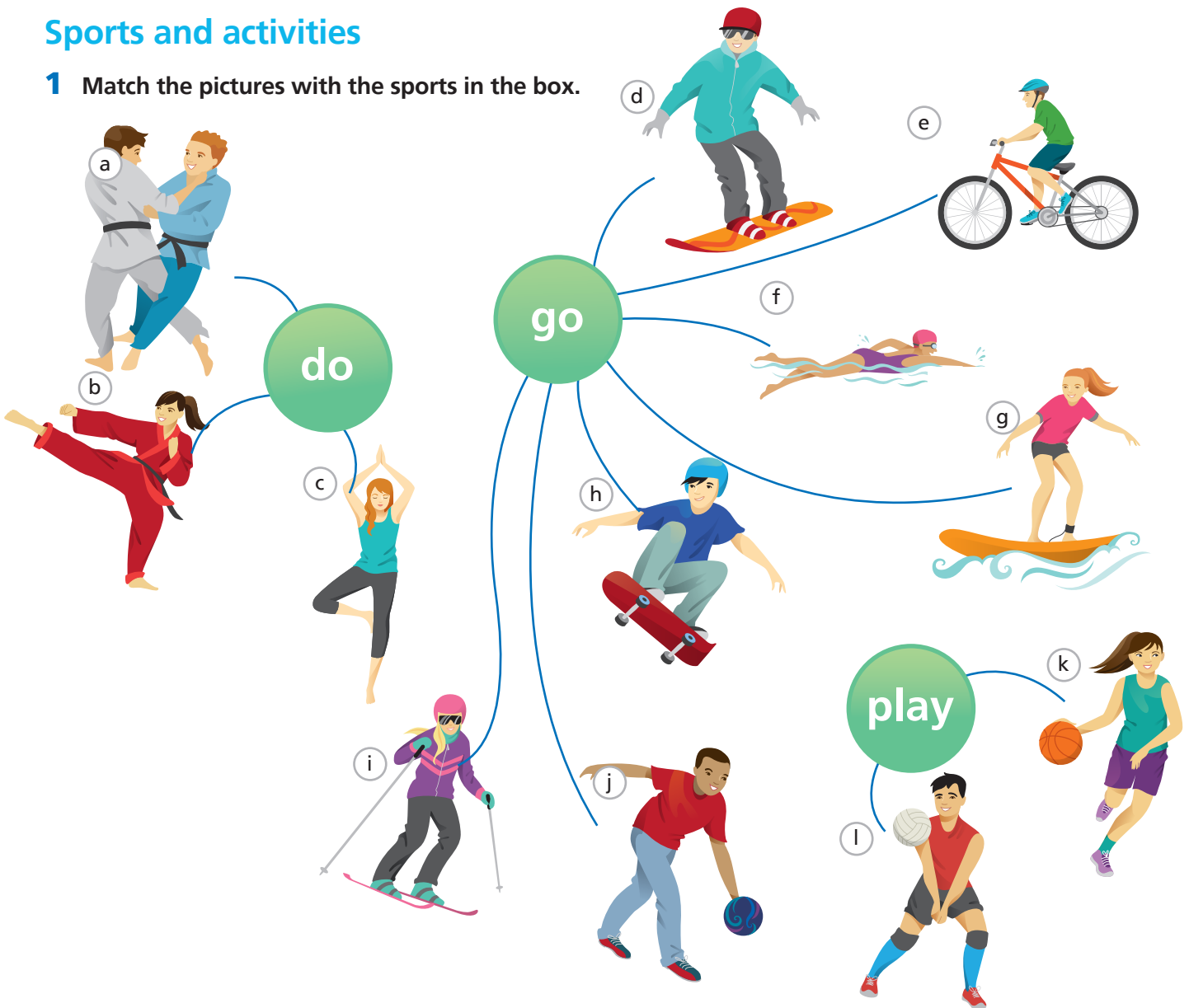
Maths, History, PE, etc.  
 a big family  
 a mountain bike  
 a laptop  
 an English dictionary

Have you got PE today?

Yes, I have.

## Sports and activities

1 Match the pictures with the sports in the box.



judo volleyball bowling skiing swimming  
snowboarding cycling skateboarding  
basketball surfing karate yoga

2 1.03 Listen to Nathan and Lucy talking about their free time. Which of the sports and activities in Exercise 1 does Nathan do? Which of them does Lucy do?

## Present simple: affirmative and negative

3 Complete the examples from the listening in Exercise 2.

	I / you / we / they	he / she / it
+	I <sup>1</sup> ... <i>like</i> ... surfing My friends and I usually <sup>3</sup> ... cycling.	He sometimes <sup>2</sup> ... bowling with granddad.
-	You <b>don't</b> <sup>4</sup> ... near the sea.	He <sup>5</sup> ... <i>like</i> it very much.

4 Complete the sentences with the present simple form of the verb in brackets.

- I ... (go) snowboarding with my parents in the winter.
- My friends ... (have) football training on Fridays.
- I ... (not play) volleyball very often.
- My sister ... (do) drama after school.
- My uncle ... (not play) chess.
- My friends and I ... (ride) our bikes to school every day.
- We ... (not live) near the sea so I ... (not go) surfing.

5 Rewrite the sentences in Exercise 4 so they are true for you.

- I don't go snowboarding with my parents in the winter. We don't live near the mountains.*



## Present simple: questions

1 Complete the examples from the listening on page 10.

	I / you / we / they	he / she / it
Wh-?	What sports <sup>1</sup> <i>do</i> you <b>do</b> ? When <b>do</b> they <b>go</b> bowling?	How often <b>does</b> he <b>go</b> snowboarding?
Y/N?	<sup>2</sup> .... you <b>go</b> swimming?	<sup>3</sup> .... your sister <b>go</b> surfing too?
Short answers	Yes, I <b>do</b> . No, I <sup>4</sup> ....	Yes, she <sup>5</sup> .... No, he <b>doesn't</b> .

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2 Write questions about your sentences in Exercise 5 on page 10.

- When / you / go snowboarding?  
*When do you go snowboarding?*
- When / your friends / have training?
- you / play volleyball?
- your sister / do drama after school?
- What sports and activities / your uncle / do?
- How / you and your friends / go to school?
- you / go surfing?

### Your turn

3 Complete the examples from the listening in Exercise 2 on page 10. Then answer the questions.

When do you go snowboarding?

I don't go snowboarding with my parents in the winter. We don't live near the mountains. What about you?



## Adverbs of frequency

4 Complete the examples from the listening in Exercise 2 on page 10. Then answer the questions.

- My friends and I .... go cycling on Saturday afternoons.
- I .... go swimming with Mum and Dad.
- The water's .... cold.
- He .... goes now.

- Does the adverb of frequency go before or after the verb *be*?
- Does the adverb of frequency go before or after other verbs?

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5 Rewrite the sentences with the adverbs of frequency in the correct place.

- We do ICT in the IT room. (usually)  
*We usually do ICT in the IT room.*
- My friends play basketball at school. (sometimes)
- I do yoga at school. (never)
- My grandparents go bowling. (sometimes)
- My cousin does judo at the weekend. (often)
- I go cycling on Sunday morning. (always)

### Your turn

6 Write true sentences about you. Use the present simple, adverbs of frequency and the words below.

- have lunch in the school canteen
- be tired on Monday morning
- play basketball in the sports hall
- go bowling
- go swimming in the sea
- do Science in the science lab

*I always have lunch in the school canteen.*

7 Work with a partner. Use 'How often...?' and the present simple to ask and answer questions about your sentences in Exercise 6.

How often do you have lunch in the school canteen?

I always have lunch in the school canteen.